DOCUMENT RESUME

ED 263 965 JC 860 013

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TITLE Faculty and Staff Computer Literacy Needs Assessment: A Report on Survey Results.
INSTITUTION Gateway Technical Inst., Kenosha, WI. Research and Planning Services.
PUB DATE Nov 85
NOTE 50p.; Prepared for the Personnel Development Coordinator.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Faculty; Community Colleges; Computer Assisted Instruction; *Computer Literacy; Computer Oriented Programs; Computers; Needs Assessment; *Professional Development; Questionnaires; *School Personnel; School Surveys; Staff Development; Teacher Attitudes; Two Year Colleges

ABSTRACT

As a first step in developing a comprehensive professional development program and operational activities at Gateway Technical Institute (GTI) in Wisconsin, a faculty and staff computer training survey was conducted. A questionnaire was distributed to 411 faculty and staff members to establish a general interest level; gauge the current level of computer literacy; assess current and anticipated computer use and applications areas; determine the parameters for addressing computer training needs; and identify faculty and staff characteristics. Study findings, based on a 73% response rate, included the following: (1) 182 of the 303 respondents indicated that they were currently using the computer facilities at Gateway, and 147 of these were making use of microcomputers; (2) nearly 33% said they owned a microcomputer; (3) 69.3% of the 114 respondents who did not use computers indicated that they planned to use computers in the future; and (4) about half of the faculty currently incorporated computers into their curriculum, with 43 faculty members using instructional programs. The study report includes recommendations for appropriate staff development activities to meet faculty/staff interests and needs. The survey instrument is appended. (EJV)

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GATEWAY TECHNICAL INSTITUTE

Faculty and Staff Computer Literacy Needs Assessment:

A Report on Survey Results

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November 1985

JC 860 013

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ACKNOWLEDGEMENT

The Faculty and Staff Computer Literacy Needs Assessment: A Report On Survey Results would not have been possible without the technical assistance and support of certain individuals. A special appreciation should be given to these individuals who have contributed to the refinement and finalization of this study. Therefore, a thank you is extended to Santhy Krass and Gateway staff.

A special thank you is extended to Terry Strash and Coleen Simons for their technical assistance.

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INTRODUCTION

Overview

Computer literacy of faculty and staff and incorporation of computer competencies into course curriculum are two important goals established by the District Director, Dr. John R. Birkholz. Implementation of these goals in the Educational Services area is a top priority, but the entire institution will eventually be encompassed.

Under the direction of Dr. Birkholz, Gateway implemented a million dollar equipment acquisition program for the Fall of 1985. As part of this program, 85 microcomputers were added to faculty offices and to the microcomputer labs on each campus.

To effectively integrate the microcomputers into instructional and operational activities, a comprehensive professional development program will be critical. As a first step in developing such a program, Research, Planning and Evaluation Services was asked to design and implement a Faculty and Staff Computer Training Survey.

Study Design and Analysis

During the initial analysis of the information needs for a computer training program, a series of objectives was formulated which would guide the development of a survey instrument.

(1) Establish a general interest level.

(2) Gauge the current level of computer literacy.

(3) Assess the current status of computer use and applications areas.

(4) Assess the anticipated level of computer use and future applications.

(5) Determine the parameters for addressing computer training needs.

  (a) level of training (introductory, advanced)

  (b) subject matter (applications)

  (c) logistical factors (format of class/workshop)

(6) Identify characteristics of the faculty and staff population for use in targeting training programs.

Following these guidelines, RP&E designed a questionnaire which was distributed to all Gateway faculty and staff. The survey instrument is contained in the appendix.

The response to the survey is very encouraging and indicates a high degree of interest among Gateway faculty and staff. The response rate was 73.7 percent, with 303 respondents out of a total survey population of 411.

Survey results were tabulated and analyzed using one of the new Zenith microcomputers and the software package SPSS--Statistical Package for the Social Sciences. Graphic presentations incorporated in this report, were developed using the Lotus 1-2-3 software on the Zenith.

HIGHLIGHTS OF THE SURVEY RESULTS

Interest and Familiarity

As mentioned in the introduction, the response rate alone at 73.7 percent indicates a very high interest among Gateway Faculty and Staff. This interest is further evidenced by the survey results. Over 60 percent of the respondents (182) indicated they were currently using the computer facilities at Gateway. Of these, 147 are already making use of microcomputers. Nearly one-third of the respondents indicated that they own their own microcomputer. Of the 114 respondents who said they do not currently use computers, 79 (69.3 percent) indicated they planned to use a microcomputer in the future. Figures A and B below illustrate the usage trends and patterns. These responses give a solid base of 261 Gateway staff who are potential clients for workshops, courses, or computer interest groups. Figure B illustrates the distribution of current and future computer users by position at Gateway. The largest group is faculty with 46 percent of the total. Overall, over 86 percent of the respondents are currently using or will use computers in the future. The percentage of potential computer users within each personnel grouping ranged from 81 percent of secretarial/support staff to almost 93 percent of the management/administrative group.

Computers and Instruction

The Educational Services personnel responding to the survey indicated a strong interest in computers as related to their curriculum, course preparation and use of the microcomputer lab.

FIGURE A

FACULTY AND STAFF COMPUTER TRAINING SURVEY

Use of Gateway Computer Facilities

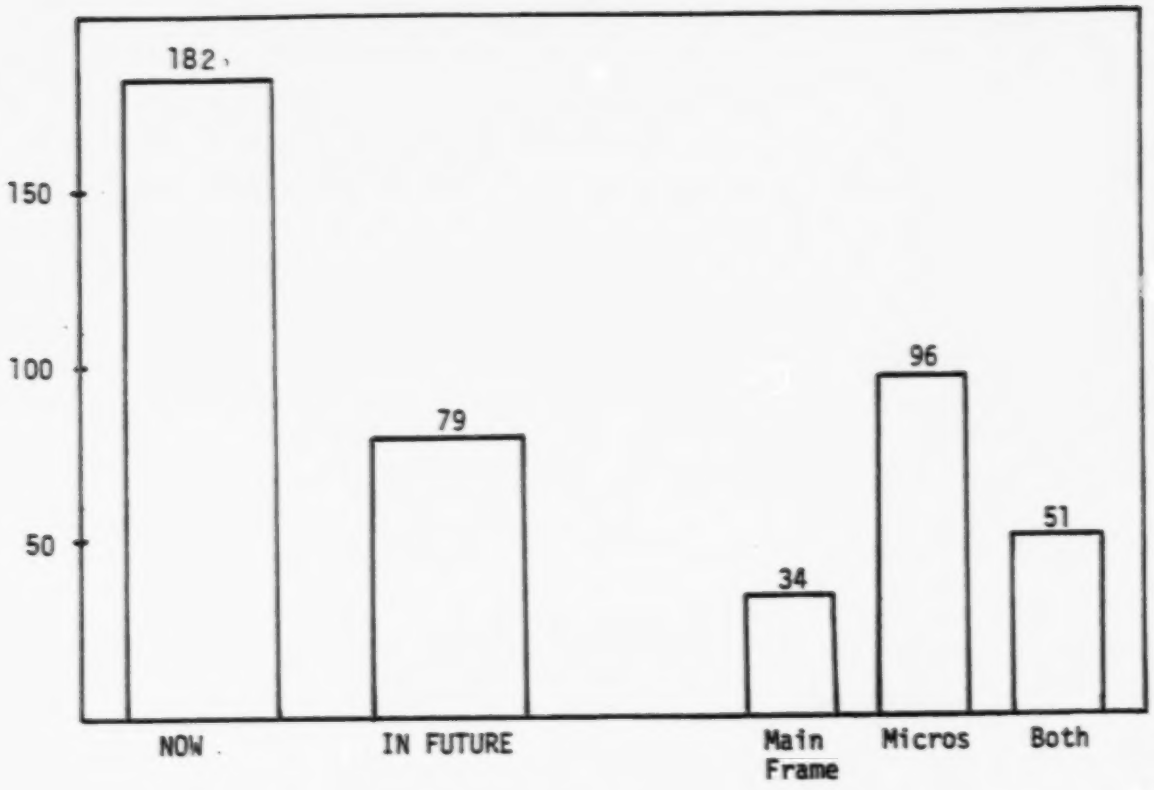
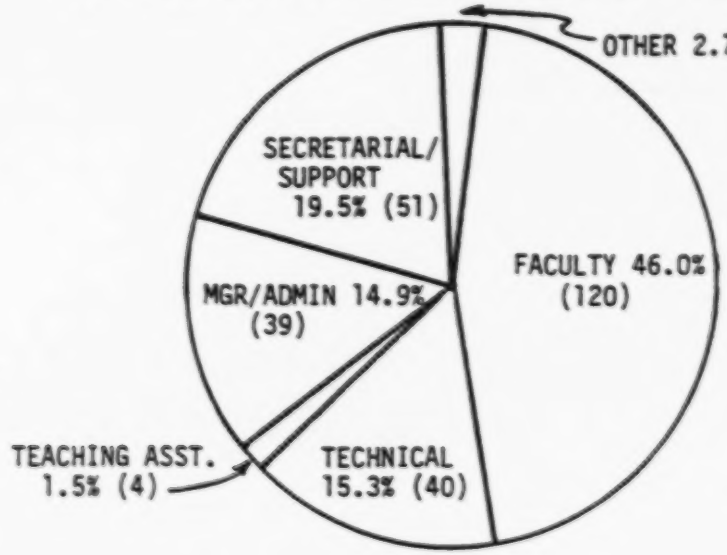


FIGURE B

FACULTY AND STAFF COMPUTER TRAINING SURVEY

Present and Future Users of Computer Facilities



Lotusl-2-3 PrintGraph is temporarily out of order. These hand drawn figures will be replaced as soon as the Zenith and Lotus return to friendly terms.

LRC:12/3

* Other includes those who did not identify position.

RPE:LRC:12/3/85

About one-half of the faculty currently incorporate computers into their curriculum. The largest group of faculty are in the Business Education area (16) followed by Goal (13), General Education (11), and Trade and Industry (10). Fifty-five faculty members who do not currently incorporate computers in their curriculum anticipate doing so in the future. The largest groups of faculty with future plans for computers in their instructional plans are Health Occupations and Business Education, with 11 faculty each. Trade and Industry followed with 10 faculty members indicating future plans for computers. Fifty faculty respondents said they make use of the microcomputer labs for their classes. Again, Business Education faculty were the largest group with 16. Tables I through VII provide results for each instruction-related question with detailed counts by occupational area and campus.

Two computer application areas specifically related to curriculum and instruction were included in the questionnaire: Instructional Programs and Test Score Analysis. Forty-three faculty currently make use of Instructional Programs; the largest group is composed of Goal instructors (see Table VI). An additional 62 instructors said they planned to make use of this type of computer application in the future. As shown in Table VII, 81 District staff members will use computers for test score analysis--21 do so now and 60 more will do so in the future.

The instructional questions and related responses indicated that there will be a large demand for hardware and software from Educational Services personnel. More importantly, the responses indicate a strong desire among instructional staff to bring computers into their curriculum and utilize computer applications in their other instructional activities.

TABLE I

Faculty and Staff Computer Training Survey

Educational Services Responses: Use of Computers in Curriculum

Occupational Area	Elkhorn	Racine	Kenosha	Burlington	Total
Adult and Continuing Education				1	1
Agriculture					0
Business Education	2	4	10		16
Fire					0
General Education	2	6	3		11
Goal		7	5	1	13
Health			4		4
Home Economics					0
Trade and Industry	2	6	2		10
Traffic					0
Not Specified	1	2	1		4
TOTAL	7	25	25	2	59

RPE:LRC:11/12/85

TABLE II

Faculty and Staff Computer Training Survey

Educational Services Responses: Use of Computers in Course Preparation

Occupational Area	Elkhorn	Racine	Kenosha	Burlington	Total
Adult and Continuing Education					0
Agriculture				1	1
Business Education	2	3	8		13
Fire					0
General Education	2	5	3		10
Goal		2	2		4
Health		1	5		6
Home Economics					0
Trade and Industry	1	4	2		7
Traffic					0
Not Specified		1			1
TOTAL	5	16	20	1	42

RPE:LRC:11/12/85

TABLE III

Faculty and Staff Computer Training Survey

Educational Services Responses: Use of Computer Labs for Classes

Occupational Area	Elkhorn	Racine	Kenosha	Burlington	Total
Adult and Continuing Education					0
Agriculture					0
Business Education	2	3	11		16
Fire					0
General Education	2	5	2		9
Goal		3	2	1	6
Health		1	2		3
Home Economics					0
Trade and Industry	1	4	1		6
Traffic					0
Not Specified	1	1	1		3
TOTAL	6	17	19	1	43

RPE:LRC:11/12/85

TABLE IV

Faculty and Staff Computer Training Survey

Educational Services Responses: Intended Future Use of Computers in Curriculum[1]

Occupational Area	Elkhorn	Racine	Kenosha	Burlington	Total
Adult and Continuing Education					0
Agriculture					0
Business Education		2	9		11
Fire		1			1
General Education			3		3
Goal	1	1	1		3
Health		2	9		11
Home Economics		1			1
Trade and Industry		5	5		10
Traffic					0
Not Specified		3			3
TOTAL	1	15	27	0	43

RPE:LRC:11/12/85

[1] Includes only respondents who do not presently incorporate computers into their curriculum.

TABLE V

Faculty and Staff Computer Training Survey

Educational Services Responses: Use of Computer-Related Competency Tests

Occupational Area	Elkhorn	Racine	Kenosha	Burlington	Total
Adult and Continuing Education					0
Agriculture					0
Business Education	1		1		2
Fire					0
General Education	1	1	2		4
Goal					0
Health					0
Home Economics					0
Trade and Industry	1	3			4
Traffic					0
Not Specified		1			1
TOTAL	3	5	3	0	11

RPE:LRC:11/12/85

TABLE VI

Faculty and Staff Computer Training Survey

Educational Services Responses: Use of Instructional Computer Applications

Occupational Area	Use Now	Use in the Future	Total
Adult and Continuing Education		3	3
Agriculture	1	1	2
Business Education	9	11	20
Fire		1	1
General Education	6	7	13
Goal	11	8	19
Health	8	13	21
Home Economics		1	1
Trade and Industry	5	10	15
Not Specified	3	7	10
TOTAL	43	62	105

RPE:LRC:11/13/85

TABLE VII

Faculty and Staff Computer Training Survey

Educational Services Responses: Use of Computers for Test Score Analysis

Occupational Area	Use Now	Use in the Future	Total
Adult and Continuing Education		3	3
Agriculture		1	1
Business Education	1	11	12
General Education	5	7	12
Goal	3	5	8
Health	6	14	20
Home Economics	1	3	4
Trade and Industry	4	12	16
Traffic		1	1
Not Specified	1	3	4
TOTAL	21	60	81

RPE:LRC:11/13/85

Computer Applications

Survey participants indicated a broad cross-section of computer applications they were currently using or planned to use in the future. Table VIII below illustrates the application areas utilized by survey respondents. Future anticipated use is greater across-the-board for all applications, but a significant number indicate they are currently making use of computers for their word processing and recordkeeping needs.

TABLE VIII

Faculty and Staff Computer Training Survey

Computer Applications

Application	Number Using[2]			Percent[3]
	Now	In Future	Total	Responding
Word Processing	100	139	239	78.9
Recordkeeping	84	130	214	70.6
Accounting	25	65	90	29.7
Spread Sheets	35	67	102	33.7
Data Base Management	41	65	106	35.0
Instructional Programs	53	79	132	43.6
Test Score Analysis	37	80	117	38.6
Financial Planning/Budgeting	50	59	89	29.4
Statistical Analysis	19	83	102	33.7
Graphics	17	85	102	33.7
Computer Aided Design	11	48	59	19.5
Others	24	33	57	18.8

2 Based on an unduplicated count, usage responses were coded as either "now" or "in future." If a respondent checked both, "use now" was coded.

3 Percent responding is based on the total number of survey respondents (303).

Interest in Training

To explore potential demand for computer related training, survey respondents were asked a series of questions about prior training and interest in classes or workshops. Seventy percent of the respondents indicated they had taken a computer course. Nearly 87 percent said that they would be interested in taking a course for the first time (n=76) or pursuing additional training (n=187). Over half of the total respondents or 154 people said they would be interested in an introductory class. The same number (n=154) registered a positive response when asked if they were interested in a credit course. Tables I-A and I-B below show the distribution of respondents--by position and by campus--who indicated positive responses to the general interest questions. Of note is the fact that nearly 60 percent of those interested in an introductory class indicated they have already taken a computer class.

TABLE IX-A

Faculty and Staff Computer Training Survey

Previous and Future Interest in Computer Training[4]

Position	n	Have Taken A Course		Interest In A Course		Interest In Intro Course	
		#	%	#	%	#	%
Faculty	138	97	70.3	120	87.0	71	51.4
Tech. or Spec.	46	36	78.3	42	91.3	22	47.8
Teaching Asst.	5	4	80.0	4	80.0	2	40.0
Mgr./Admin.	42	29	69.0	36	85.7	19	45.2
Secy./Support	63	41	65.1	54	85.7	35	55.6
Other or N/R	9	5	55.6	7	77.8	5	55.6
TOTAL	303	212	70.0	263	86.8	154	50.8

[4] Percentages in this table and in Table IX-B are based on the total number in the grouping. For example: 97 faculty out of 138 have taken a course = 70.3 percent.

TABLE IX-B

Faculty and Staff Computer Training Survey
Previous and Future Interest in Computer Training

Campus	n	Have Taken A Course		Interest In A Course		Interest In Intro Course	
		#	%	#	%	#	%
Elkhorn	22	18	81.8	18	81.8	12	54.5
Kenosha	164	125	76.2	140	85.4	77	47.0
Racine	108	65	60.1	98	90.7	61	56.5
Burlington	4	3	75.0	4	100.0	1	25.0
N/R	5	1	20.0	3	60.0	3	60.0
TOTAL	303	212	70.0	263	86.8	154	50.8

In addition to establishing a general interest level, the questionnaire asked respondents to be specific on the topics they want covered in a course. Survey participants were asked to select their top three priorities, using the application areas listed on the questionnaire. Responses or "votes" for the topical areas are shown in Table X below. With each respondent allowed three unduplicated "votes", the results give an idea of an overall priority ranking on topics of interest to faculty and staff.

TABLE X

Faculty and Staff Computer Training Survey

Workshop Topics: Priority Rankings

TOPIC	--Number Indicating Priority[5]-- 1st	2nd	3rd	TOTAL #	Mean[6] Rating	Rank Order
Word Processing	63	30	26	119	2.31	1
Record Keeping	39	37	24	100	2.15	4
Accounting	2	11	8	21	1.71	9.5
Spread Sheets	17	20	11	48	2.13	5
Data Base	22	26	12	60	2.17	3
Instruction	36	19	16	71	2.28	2
Test Score Analysis	11	18	18	47	1.85	7
Financial Planning/Budget	5	4	15	24	1.58	11
Statistical Analysis	8	14	20	42	1.71	9.5
Graphics	8	15	16	39	1.79	8
CAD System	5	9	6	20	1.95	6
Others	18	14	10	42		
n =	234	217	182	633		

Responses were examined in two ways. First, by total number selecting the topic as a first, second or third priority. Second, by a weighted average where a first priority is weighted by 3, a second priority by 2, and a third priority by a factor of 1. The two ranking systems yielded very little relative differences in

---

5 Questionnaire coding permitted only one priority vote per respondent per topic. Coding disallowed voting for a single application area more than once.

6 Mean ratings is based on a weighted average where:

1st priority 2nd priority 3rd priority

$((n \times 3) + (n \times 2) + (n \times 1))/N = \bar{x}$

the high end of the scale. In the listing which follows, responses are shown for the top five application areas and the top five preferences for workshop priorities. In both cases, the total number was used as the selection criteria.

TABLE XI

Faculty and Staff Computer Training Survey

Preference of Respondents

Top Five Application Areas	Number Using[7] Now	In Future	Total
1. Word Processing	100	139	239
2. Recordkeeping	84	130	214
3. Instructional Programs	53	79	132
4. Test Score Analysis	37	80	117
5. Data Base Management	41	65	106

Top Five Workshop Priorities	Number "Voting" for Priority[8] 1st	2nd	3rd	Total
1. Word Processing	63	30	26	119
2. Recordkeeping	39	37	24	100
3. Instructional Programs	36	19	16	71
4. Data Base Management	22	26	12	60
5. Spread Sheets	17	20	11	48

7 Based on an unduplicated count, usage responses were coded as either "now" or "in future." If a respondent checked both, "use now" was coded.

8 Questionnaire coding permitted only one priority vote per respondent per topic. Coding disallowed voting for a single application area more than once.

Word Processing is clearly the top preference indicated by respondents. Other top preferences such as Instructional Programs are rather diversified and some could be overlapped as in the case of recordkeeping and data base management.

The number of respondents indicating a preference for all five top topics does suggest that sufficient registration could be generated for a successful workshop or class.

Detailed characteristics of the respondents indicating an interest in a workshop topic area can be used to provide background information for structuring the course content and materials. Tables XII and XIII provide details on the respondents who are current and potential users of word processing packages and those who are interested in a word processing workshop.

TABLE XII

Faculty and Staff Computer Training Survey

Use of Word Processing Applications[9]

Division	Position						Total
	Faculty	Tech or Special.	Teaching Asst.	Manager/ Admin.	Secy./ Support	Other	
District Office		3		1	1		5
Administrative Services		5		7	1		13
Educational Services	94	3	2	17	17		133
Employee Relations	1	2		2	2		7
Instructional Resources	5	6	1		2		14
Research, Planning and Evaluation Services		1		2	4		7
Student Services		11		4	15	1	31
Other	6	3			2	1	12
TOTAL	106	34	3	33	44	2	222

9 A total of 239 respondents indicated they use word processing applications now or plan to use them in the future. The 17 respondents excluded from this table did not identify their position and/or division.

TABLE XIII

Faculty and Staff Computer Training Survey
Interest in a Word Processing Workshop[10]

Division	Position						Total
	Faculty	Tech or Special.	Teaching Asst.	Manager/ Admin.	Secy./ Support	Other	
District Office		2		1	1		4
Administrative Services		3		1	1		5
Educational Services	40	3	2	5	7		57
Employee Relations	1	2		1	2		6
Instructional Resources	1	4			3		8
Research, Planning and Evaluation Services					3		3
Student Services		5		2	11	1	19
Other	4	3			2	1	10
TOTAL	46	22	2	10	30	2	112

Course Format

In order to ascertain additional information on the specifics of the desired course format, respondents were asked two additional questions. Over half of the respondents indicated that a credit course would be of interest to them. On specific course format, respondents preferred a short course. The fewest respondents had a preference for a semester course and there was a fairly even distribution between the other choices offered.

10 A total of 119 respondents chose Word Processing as their first, second or third workshop priority. The 7 respondents not shown in this table did not identify their position and/or division.

TABLE XIV

Faculty and Staff Computer Training Survey
Most Attractive Course Format[11]

By Campus	1/2 to 1 Day Workshop	Short Course	Semester Course	Other
Elkhorn	4	15	2	0
Kenosha	49	69	20	5
Racine	37	50	10	3
Burlington	2	2	0	0
N/R	1	1	0	0
TOTAL	93	137	32	8

By Division GRP[12]	1/2 to 1 Day Workshop	Short Course	Semester Course	Other
Admin. Offices	16	14	8	1
Educ. Serv.	47	79	11	5
Support Offices	19	28	11	2
Other	6	7	1	0
N/R	5	9	1	0
TOTAL	93	137	32	8

11 Survey participants preferences for course format were aggregated as follows: (1) 1/2 day workshop and 1 day workshop, (2) 2-3 day comprehensive course and short course, (3) semester course.

12 Responses grouped by division showed similar preferences. To capture these preferences, divisions were aggregated as follows: Administrative Office = District Office + Administrative Services + Employee Relations + RP&E. Educational Services = Educational Services only, Support Offices = Student Services + Instructional Resources.

On-Going Needs

To gauge the future need for on-going development activities in computer training and use, respondents were asked about their interest in participating in a "user" group. Specifically, participants were asked: Would you be interested in participating in a group for facilitating the exchange of ideas, problems and applications?" Nearly half (49.5 percent) indicated they were interested. Interest also appears to be sufficiently distributed across campus, position and department to encourage the eventual specialization of formal and informal networks of users with similar interests.

TABLE XV

Faculty and Staff Computer Training Survey
Staff Interested in a User Group[13]

Position	Campus				TOTAL
	Elkhorn	Kenosha	Racine	Burlington	
Faculty	5	37	24		66
Tech. or Spec.	2	19	5		26
Teaching Asst.			2		2
Mgr./Admin.	2	17	8	1	28
Secy./Support	2	10	12		24
Other			2		2
TOTAL	11	83	53	1	148

13 A total of 150 respondents are interested in a user group. The two respondents excluded from this table did not identify their campus and/or position.

Characteristics of Survey Participants

Responses to the demographic questions included in the survey instrument serve several purposes. The data gives a basic picture of the composition of Gateway faculty and staff in terms of campus position, department, occupational area, length of service to Gateway, educational background and currency of education and industry experience. Cross referencing of the data elements can provide detailed information on various personnel groups regarding the demographic characteristics. Tables containing the results of the demographic questions are included in the Appendix.

In the context of the "Faculty and Staff Computer Training Study," the information collected on the characteristics of survey participants can be used to specifically target workshops and courses. Cross tabulations of survey participants stated training preferences by characteristics such as campus location or position can provide valuable planning data for the workshop coordinator and instructor. Several examples of this type of analysis are included in this report.

CONCLUSIONS AND RECOMMENDATIONS

Overview

Overall, the survey proved very successful. Information collected on the questionnaires satisfied all the objectives established for the survey. Moveover, the response rate along --nearly three-fourths of all Gateway personnel--indicated a very high interest level in computer training and use.

Current literacy and usage levels were established as well as interest in additional training and interest in training for first-time computer users. Survey results were also useful in identifying and ranking the topical areas of interest for workshops and courses. Additional factors established include: the need for an introductory session for both novice and experienced computer users, interest in credit classes and for shorter comprehensive classes or workshops and interest in continuing activities in the form of interest groups (or "user").

Responses given by Educational Services staff on the questions related to computers in the instructional area evidences a strong need for specialized training in use of instructional programs and perhaps customized support networks for incorporating computer applications in curriculum.

Written comments provided by survey respondents form an important component of the survey results. These comments are provided in a companion document: "Faculty and Staff Computer Training Survey. Written Comments Summary." Workshop planners and others involved in addressing Gateway's computer training needs might find these comments a valuable source of information on the computer-related needs and concerns of Gateway staff.

The survey was conducted approximately six weeks prior to the first deliveries of the new microcomputer equipment. Based on general observation, the level of interest and the need for training has increased since that time and will continue to grow as faculty and staff become familiar with equipment and software.

Recommendations

1. An introductory workshop should be developed and held on each campus. Based on survey results, attendance could be expected as follows: Elkhorn (12), Kenosha (77), Racine (61). Staff at the Burlington Center (1) could be included in the Elkhorn session.

2. A word processing workshop or short course should be the first priority.

3. A workshop combining recordkeeping applications and data base management software would be a high demand topic for a second priority.

   Information from the survey database will be made available to workshop planners to assist in targeting the course format and audience.

4. Special needs of Gateway faculty relating to instructional programs and incorporation of computers in curriculum should be addressed. While the survey results do provide some background information on this area, a computer training program should canvass the faculty for more specific information regarding their needs.

5. Significant interest expressed in computer courses in general and in courses for credit indicate an informational need. If feasible, an informal bulletin could be developed and circulated to inform staff of credit classes available from Gateway, Parkside and Carthage College.

6. Gateway staff should be informed of discounts available to them for home computer purchases. Nearly one-third of the staff currently own a home computer. The two-thirds who do not own their own indicated that they were unaware of

available discounts. It is important to communicate information on discounts to faculty and staff. Studies on changes in work habits indicate that an increasing amount of productive work time is occurring at home. It follows that Gateway can benefit from home computer ownership.

7. Support networks should be established in the form of interest or "user" groups. Survey results established that there is sufficient interest to sustain a group on each campus: Elkhorn (11), Kenosha (83), Racine (54). As personnel using microcomputers become more sophisticated and specialized, special interest groups could be established for staff using common applications and software.

APPENDIX A

Cover Letter and Questionnaire

M E M O

TO: Gateway Technical Institute Faculty and Staff

FROM: John R. Birkholz, District Director

DATE: September 2, 1985

RE: Survey of Faculty and Staff Computer Training Needs

Computer literacy of all faculty and staff and incorporation of computer competencies into course curriculum are two critical goals I have established for the 1985-86 year. Instructional areas are my top priority, but I intend to aggressively pursue these goals throughout the institution.

This fall, Gateway will acquire approximately 100 microcomputers for instructional services and other high priority areas. In order to effectively integrate the microcomputers into instructional and operational activities, I have directed Santhy Krass to design a professional development program targeted specifically to computer training needs.

The attached questionnaire is designed to provide specific information about your computer related training needs. Please take a few minutes to complete the questionnaire and return it by September 16 to Research, Planning and Evaluation Services at the Kenosha Campus.

JRB:LC:ts

attachment

GATEWAY TECHNICAL INSTITUTE

Faculty and Staff Computer Training Survey

The purpose of this survey is to collect information which will be used to implement a computer skills development program for Gateway Technical Institute faculty and staff. GTI will be acquiring microcomputers for use by faculty, staff and students. These micros can be very powerful tools in the classroom. Your cooperation in completing this questionnaire will insure that training programs are designed with your needs in mind.

The questionnaire is aimed at microcomputer use and applications. For the purposes of this survey microcomputers are defined as any small "personal" computer used primarily in the home, school or small business environment.

The questionnaire will take approximately 10 minutes to complete. **Unless otherwise instructed, please circle the number corresponding to your response.** Please return the questionnaire to Research, Planning and Evaluation Services by September 16, 1985.

CIRCLE YOUR RESPONSE

Faculty and Staff

		Yes	No
1)	Do you use the computer facilities at Gateway?	1	2
2)	If yes, do you use: 1. mainframe 2. microcomputer 3. both		
3)	If not, do you plan to make use of a microcomputer in the future?	1	2
4)	Do you have a microcomputer at home?	1	2
5)	Are you aware of discount purchase plans available to GTI faculty and staff?	1	2

Faculty Only **(others skip to question 11)**

		Yes	No
6)	Have you incorporated computers into your curriculum?	1	2
7)	Do you use a computer to prepare any of your course materials?	1	2
8)	Have you taken any of your classes to the microcomputer lab for all or a portion of a course?	1	2
9)	If you do not at present incorporate computers in your curriculum, do you anticipate doing so in the future?	1	2

Please elaborate: _____

_____

_____

		Yes	No
10)	Do the students in your program take a computer-related competency test?	1	2

Faculty and Staff

11) Please specify the computer applications you use now and those you would like to use in the future. **Check as many as apply.**

	✓ Use Now	✓ Use In The Future
(1) Word Processor	____	____
(2) Record Keeping	____	____
(3) Accounting	____	____

--continued--

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	✓ Use Now	✓ Use In The Future
(4) Spread Sheets	____	____
(5) Data Base Management	____	____
(6) Instructional Programs	____	____
(7) Test Score Analysis	____	____
(8) Financial Planning/Budgeting	____	____
(9) Statistical Analysis	____	____
(10) Graphics	____	____
(11) Computer Aided Design	____	____
(12) Others: _____	____	____
(13) _____	____	____
(14) _____	____	____
(15) None	____	____

CIRCLE YOUR RESPONSE	Yes	No
12) Have you taken any computer classes or training?	1	2
13) Would you be interested in taking a class or taking additional classes?	1	2
14) Would an introductory session on computers (how they work, how they can work for you) be of interest to you?	1	2

15) Using the selection numbers from question 11, please list your top three priorities for course topics:

Priority 1 _____ Priority 2 _____ Priority 3 _____

16) Would a credit course be of interest to you?	1	2

17) Which of the following course formats would be most attractive to you?

1/2 day workshop 1
1 day workshop 2
2-3 day comprehensive class 3
Short course 4
Semester long course 5
Other, please specify _____ 6

	Yes	No
18) Would you be interested in participating in a group for facilitating the exchange of ideas, problems, and applications?	1	2

The following information will allow us to better serve your needs. All responses are strictly anonymous.

19) Where is your office located? (If you travel between campuses indicate your primary location) 1. Elkhorn 2. Kenosha 3. Racine

20) Please describe your department. (If you have a split appointment, select the department with which you are most closely associated)

District Administration 1
Administrative Services 2
Educational Services 3
please specify division _____
Employee Relations 4
Instructional Resources 5
Research, Planning & Evaluation 6
Student Services 7
Other 8

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21) What is your position at GTI? **Circle one.**

Faculty member 1
Goal teacher 2
Technical or Specialist Staff 3
Teaching Assistant 4
Manager/Administrator 5
Secretary/Support Staff 6
Other, please specify _____ 7

22) Please indicate your years of teaching/administrative experience and the length of your service with GTI. **Check your response.**

	√ Total Years	√ Years with Gateway
1 - 5 years	____	____
6 - 10 years	____	____
11 - 15 years	____	____
16 - 20 years	____	____
21 - 25 years	____	____
over 25 years	____	____

23) What degrees do you hold? **Circle the highest degree**

1. Vocational Diploma 2. Assoc. Degree 3. BA/BS 4. MA/MS/MEd

5. Ed. S. 6. PhD/EdD 7. Other _____

24) In what year was your last degree conferred? _____

25) How recent is your Business or Industry experience related to your training? _____ year

Comments and Suggestions:

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your participation!

To return the questionnaire, please fold in half and staple so the return address on the back is visible.

Please mail by September 16 to:
Research, Planning & Evaluation Services
Kenosha Campus

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APPENDIX B

Characteristics of Survey Participants

DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS

CAMPUS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ELKHORN	1	22	7.3	7.4	7.4
KENOSHA	2	164	54.1	55.0	62.4
RACINE	3	108	35.6	36.2	98.7
BURLINGTON	4	4	1.3	1.3	100.0
NO RESPONSE	0	5	1.7	MISSING	
	TOTAL	303	100.0	100.0	

Valid Cases 298 Missing Cases 5

DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS

DEPARTMENT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISTRICT ADMIN	1	5	1.7	1.8	1.8
ADMIN SERVICES	2	24	7.9	8.5	10.3
EDUC SERV	3	157	51.8	55.7	66.0
EMPLOYEE REL	4	8	2.6	2.8	68.8
INSTRUCT RESOURCES	5	22	7.3	7.8	76.6
RP&E	6	8	2.6	2.8	79.4
STUDENT SERVICES	7	44	14.5	15.6	95.0
OTHER	8	14	4.6	5.0	100.0
NO RESPONSE	0	21	6.9	MISSING	
	TOTAL	303	100.0	100.0	

```
      DISTRICT ADMIN -- 5
      ADMIN SERVICES ------- 24
           EDUC SERV ---------------------------------------- 157
        EMPLOYEE REL --- 8
  INSTRUCT RESOURCES ------- 22
                RP&E --- 8
    STUDENT SERVICES ------------ 44
               OTHER ----- 14
```

Valid Cases 282 Missing Cases 21

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COMPUTER LITERACY SURVEY RESULTS
DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS

OCCUPATIONAL AREA

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ACE	1	6	2.0	2.1	2.1
AGRICULTURE	2	2	.7	.7	2.8
BUSINESS EDUCATION	3	29	9.6	10.3	13.1
DATA PROCESSING	4	1	.3	.4	13.5
FIRE	5	1	.3	.4	13.8
GENERAL EDUCATION	6	20	6.6	7.1	20.9
GOAL	7	23	7.6	8.2	29.1
HEALTH OCCUPATIONS	8	26	8.6	9.2	38.3
HOME ECONOMICS	9	6	2.0	2.1	40.4
TRADE & INDUSTRY	10	23	7.6	8.2	48.6
TRAFFIC	11	2	.7	.7	49.3
NOT SPECIFIED	12	18	5.9	6.4	55.7
NOT ED SERVICES	13	125	41.3	44.3	100.0
NO RESPONSE	0	21	6.9	MISSING	
	TOTAL	303	100.0	100.0	

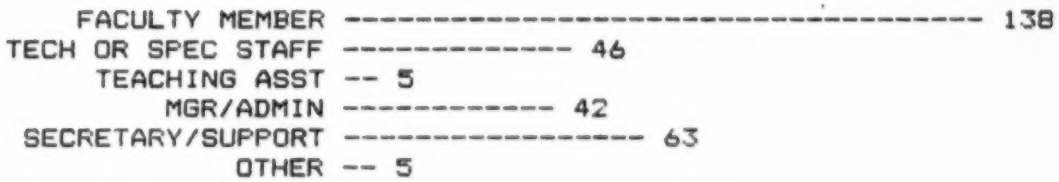
```
                ACE --- 6
        AGRICULTURE -- 2
  BUSINESS EDUCATION -------- 29
     DATA PROCESSING  1
                FIRE  1
   GENERAL EDUCATION ------ 20
                GOAL ------- 23
  HEALTH OCCUPATIONS -------- 26
     HOME ECONOMICS --- 6
   TRADE & INDUSTRY ------- 23
             TRAFFIC -- 2
       NOT SPECIFIED ------ 18
     NOT ED SERVICES ------------------------------ 125

Valid Cases     282      Missing Cases    21
```

DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS

POSITION AT GATEWAY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
FACULTY MEMBER	1	138	45.5	46.2	46.2
TECH OR SPEC STAFF	3	46	15.2	15.4	61.5
TEACHING ASST	4	5	1.7	1.7	63.2
MGR/ADMIN	5	42	13.9	14.0	77.3
SECRETARY/SUPPORT	6	63	20.8	21.1	98.3
OTHER	7	5	1.7	1.7	100.0
NO RESPONSE	0	4	1.3	MISSING	
	TOTAL	303	100.0	100.0	



Valid Cases 299 Missing Cases 4

DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS

TOTAL YEARS OF EXPERIENCE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1-5 YEARS	1	32	10.6	14.0	14.0
6-10 YEARS	2	50	16.5	21.9	36.0
11-15 YEARS	3	56	18.5	24.6	60.5
16-20 YEARS	4	32	10.6	14.0	74.6
21-25 YEARS	5	33	10.9	14.5	89.0
OVER 25 YEARS	6	25	8.3	11.0	100.0
NO RESPONSE	0	75	24.8	MISSING	
	TOTAL	303	100.0	100.0	

Valid Cases 228 Missing Cases 75

DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS

YEARS WITH GATEWAY

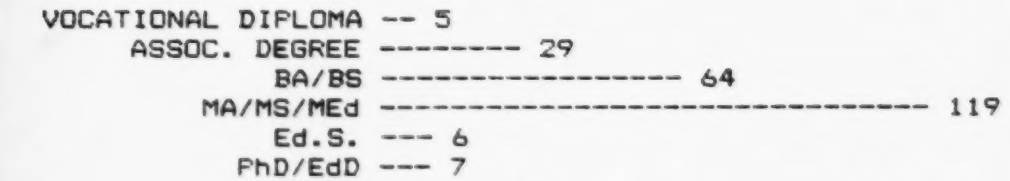
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1-5 YEARS	1	80	26.4	29.9	29.9
6-10 YEARS	2	77	25.4	28.7	58.6
11-15 YEARS	3	55	18.2	20.5	79.1
16-20 YEARS	4	42	13.9	15.7	94.8
21-25 YEARS	5	9	3.0	3.4	98.1
OVER 25 YEARS	6	5	1.7	1.9	100.0
NO RESPONSE	0	35	11.6	MISSING	
	TOTAL	303	100.0	100.0	

Valid Cases 268 Missing Cases 35

DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS

DEGREE HELD

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
VOCATIONAL DIPLOMA	1	5	1.7	2.0	2.0
ASSOC. DEGREE	2	29	9.6	11.7	13.7
BA/BS	3	64	21.1	25.8	39.5
MA/MS/MEd	4	119	39.3	48.0	87.5
Ed.S.	5	6	2.0	2.4	89.9
PhD/EdD	6	7	2.3	2.8	92.7
OTHER	7	18	5.9	7.3	100.0
NO RESPONSE	0	55	18.2	MISSING	
	TOTAL	303	100.0	100.0	



Valid Cases 248 Missing Cases 55

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.. .. COMPUTER LITERACY SURVEY RESULTS
DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS

YEAR LAST DEGREE CONFERRED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1940s	1	6	2.0	2.7	2.7
1950s	2	15	5.0	6.7	9.4
1960s	3	47	15.5	21.0	30.4
1970s	4	101	33.3	45.1	75.4
1980s	5	55	18.2	24.6	100.0
NO RESPONSE	0	79	26.1	MISSING	
	TOTAL	303	100.0	100.0	

1940s --- 6
1950s ----- 15
1960s ---------- 47
1970s ---------- 101
1980s ---------- 55

Valid Cases 224 Missing Cases 79

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DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS

YEAR LAST INDUSTRY EXPERIENCE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1950s	2	2	.7	1.4	1.4
1960s	3	10	3.3	6.8	8.1
1970s	4	31	10.2	20.9	29.1
1980s	5	105	34.7	70.9	100.0
NO RESPONSE	0	155	51.2	MISSING	
	TOTAL	303	100.0	100.0	

```
1950s -- 2
1960s ---- 10
1970s --------- 31
1980s ---------------------------- 105
```

Valid Cases 148 Missing Cases 155

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APPENDIX C

Summary of Survey Results

GATEWAY TECHNICAL INSTITUTE

Faculty and Staff Computer Training Survey

SUMMARY OF THE SURVEY RESULTS

This questionnaire format was used to report the responses to each survey question. In each case the number (n) includes only those responding to the question, nonrespondents are excluded. Percentages are adjusted and are based on the reported n.

Faculty and Staff	% Yes	% No	n
1) Do you use the computer facilities at Gateway?	61.5	38.5	296
2) If yes, do you use: 1. mainframe - 18.8% 2. microcomputer - 53.0% 3. both - 28.2% (n = 181)			
3) If not, do you plan to make use of a microcomputer in the future?	69.3	30.7	114
4) Do you have a microcomputer at home?	32.0	68.0	300
5) Are you aware of discount purchase plans available to GTI faculty and staff?	38.6	61.4	298

Faculty Only (includes only responses from Educational Services personnel)	% Yes	% No	n
6) Have you incorporated computers into your curriculum?	52.2	47.8	113
7) Do you use a computer to prepare any of your course materials?	36.2	63.8	116
8) Have you taken any of your classes to the microcomputer lab for all or a portion of a course?	36.1	63.9	119
9) If you do not at present incorporate computers in your curriculum, do you anticipate doing so in the future?	76.8	23.2	56
Please elaborate: _____			
10) Do the students in your program take a computer-related competency test?	9.9	90.1	111

Faculty and Staff

11) Please specify the computer applications you use now and those you would like to use in the future. **Check as many as apply.**

	% Use Now	% Use In The Future	n
(1) Word Processor	41.8	58.2	239
(2) Record Keeping	39.3	60.7	214
(3) Accounting	27.8	72.2	90
(4) Spread Sheets	34.3	65.7	102
(5) Data Base Management	38.7	61.3	106
(6) Instructional Programs	40.2	59.8	132
(7) Test Score Analysis	31.6	68.4	117
(8) Financial Planning/Budgeting	33.7	66.3	89
(9) Statistical Analysis	18.6	81.4	102
(10) Graphics	16.7	83.3	102
(11) Computer Aided Design	18.6	81.4	59
(12) Others: _____	40.0	60.0	35
(13) _____	41.2	58.8	17
(14) _____	60.0	40.0	5

	% Yes	% No	n
12) Have you taken any computer classes or training?	71.1	28.9	298
13) Would you be interested in taking a class or taking additional classes?	90.4	9.6	291
14) Would an introductory session on computers (how they work, how they can work for you) be of interest to you?	54.0	46.0	285

15) Using the selection numbers from question 11, please list your top three priorities for course topics:

Priority 1 ___* Priority 2 ___* Priority 3 ___*

	% Yes	% No	n
16) Would a credit course be of interest to you?	60.6	39.4	254

17) Which of the following course formats would be most attractive to you?

	%	n
1/2 day workshop	17.8	48
1 day workshop	16.7	45
2-3 day comprehensive class	17.0	46
Short course	33.7	91
Semester long course	11.9	32
Other, please specify _____	3.0	8
	100.1	270

	% Yes	% No	n
18) Would you be interested in participating in a group for facilitating the exchange of ideas, problems, and applications?	54.7	45.3	274

The following information will allow us to better serve your needs. All responses are strictly anonymous.

19) Where is your office located? (If you travel between campuses indicate your primary location)
1. Elkhorn - 7.4
2. Kenosha - 55.0
3. Racine - 36.2
4. Burlington - 1.3
(n = 298)

20) Please describe your department. (If you have a split appointment, select the department with which you are most closely associated)

	%	n
District Administration	1.8	5
Administrative Services	8.5	24
Educational Services	55.7	157
please specify division *		
Employee Relations	2.8	8
Instructional Resources	7.8	22
Research, Planning & Evaluation	2.8	8
Student Services	15.6	44
Other	5.0	14
	100.0	282

21) What is your position at GTI? Circle one.

	%	n
Faculty member/Goal Teacher	46.2	138
Technical or Specialist Staff	15.4	46
Teaching Assistant	1.7	5
Manager/Administrator	14.0	42
Secretary/Support Staff	21.0	63
Other, please specify _____	1.7	5
	100.1	299

22) Please indicate your years of teaching/administrative experience and the length of your service with GTI. Check your response.

	Total Years		Years with Gateway	
	%	n	%	n
1 - 5 years	14.0	32	29.9	80
6 - 10 years	21.9	50	28.7	77
11 - 15 years	24.6	56	20.5	55
16 - 20 years	14.0	32	15.7	42
21 - 25 years	14.5	33	3.4	9
over 25 years	11.0	25	1.9	5
	100.0	228	100.1	268

23) What degrees do you hold? **Circle the highest degree**

		%
1.	Vocational Diploma	2.0
2.	Assoc. Degree	11.7
3.	BA/BS	25.8
4.	MA/MS/MEd	48.0
5.	Ed. S.	2.4
6.	PhD/EdD	2.8
7.	Other	7.3

(n = 248)

24) In what year was your last degree conferred?

	%	n
1940s	2.7	6
1950s	6.7	15
1960s	21.0	47
1970s	45.1	101
1980s	24.6	55
	100.1	224

25) How recent is your Business or Industry experience related to your training?

	%	n
1950s	1.4	2
1960s	6.8	10
1970s	20.9	31
1980s	70.9	105
	100.0	148

Lucinda Cloutier
Research, Planning and
Evaluation Services
November 5, 1985
Revised - 11/19/85

* Refer to detailed tables.

GATEWAY TECHNICAL INSTITUTE

Faculty and Staff Computer Training Survey

WORKSHOP TOPICS: PRIORITY RANKINGS

TOPIC	--Number Indicating Priority-- 1st	2nd	3rd	TOTAL
Word Processing	63	30	26	119
Record Keeping	39	37	24	100
Accounting	2	11	8	21
Spread Sheets	17	20	11	48
Data Base	22	26	12	60
Instruction	36	19	16	71
Test Score Analysis	11	18	18	47
Financial Planning/Budget	5	4	15	24
Statistical Analysis	8	14	20	42
Graphics	8	15	16	39
CAD System	5	9	6	20
Others	18	14	10	42
n =	234	217	182	633

RPE:LRC:11/4/85

GATEWAY TECHNICAL INSTITUTE

Faculty and Staff Computer Training Survey

Educational Services Division

OCCUPATIONAL AREA	%	n
Ace	3.8	6
Agriculture	1.3	2
Business Education	18.5	29
Data Processing	.6	1
Fire	.6	1
General Education	12.7	20
Goal	14.6	23
Health Occupations	16.6	26
Home Economics	3.8	6
Trade & Industry	14.6	23
Traffic	1.3	2
Not Specified	11.5	18
TOTAL	99.9	157

RPE:LRC:11/6/85

****

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
JAN 24 1986

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